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ABSTRACT

A study was conducted comparing the self-perceived training needs of Tennessee county extension agents with their training needs as perceived by their district supervisors. Factors considered were supervisory district, sex of worker, percent of time devoted to 4-H work, and years of tenure with the Tennessee Extension Service. Questionnaires were completed by 345 Tennessee county extension agents and by 15 district supervisors on 11 adult and 6 junior leadership training needs. Agents were asked how well-trained they considered themselves in adult and junior leadership, and supervisors were asked how well-trained their agents were. Both groups were asked to indicate three priority training needs. Results showed that: (1) district supervisors gave lower ratings to their agents on all items than the agents gave themselves; (2) comparison on district and sex-of-worker bases yielded only a slight degree of disagreement on self-perceived needs; (3) male agents more frequently rated themselves "not very" well trained in junior leadership than did female agents; (4) supervisors in general selected more priority needs in adult leadership training than did the agents; (5) agents felt that the junior leadership priority needs were of greater importance than did the supervisors; and (6) as the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs. (KM)

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CULTURAL EXTENSION

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Extension Study No. 37
S. C. 823

A Research Summary of a Graduate Study

1970 FOUR-H LEADERSHIP TRAINING NEEDS OF TENNESSEE AGENTS

Marifloyd Hamil, Cecil E. Carter, Jr. and Robert S. Dotson

AGRICULTURAL EXTENSION EDUCATION
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1970 FOUR-H LEADERSHIP TRAINING NEEDS OF TENNESSEE AGENTS

by

Marifloyd Hamil, Cecil E. Carter, Jr.,
and Robert S. Dotson

December 1972*

ABSTRACT

In this study the self-perceived training needs of Tennessee County Extension Agents were compared with the training needs as perceived by their district supervisors in the areas of adult and junior leadership training. Factors considered in this study were: (1) supervisory district, (2) sex of worker, (3) percent of time devoted to 4-H work, and (4) years of tenure with the Tennessee Extension Service.

Questionnaires were completed by 345 Tennessee county Extension agents and by 15 district supervisors on 11 adult and 6 junior leadership training needs. The data collection instrument was developed by The University of Tennessee Agricultural Extension Education Department in collaboration with the 4-H Department and the 1970 Committee on 4-H In-service Training Needs.

The part of the questionnaire with was used in the study dealt with how well-trained the agents considered themselves to be in the areas of adult and junior leadership training. Also, district supervisors indicated

*Date of completion of an M. S. degree thesis by Marifloyd Hamil on which this summary is based.

how well-trained they felt their agents were as a whole on each of the adult and junior leadership items. The agents and supervisors were asked to indicate three priority training needs to be chosen from the entire survey.

Data obtained from the completed questionnaire were tabulated according to a weighted value basis. Average ratings were calculated. Numbers and percents were calculated separately in certain categories. Percentages were based on the total number responding to each item.

Findings disclosed that the district supervisors gave lower ratings for their agents on all adult and junior leadership training items than the county Extension agents gave themselves. In all cases the men and women district supervisors' ratings of their agents in the areas of adult and junior leadership training were more similar than different. The data indicated that there was only a slight degree of disagreement concerning the self-perceived adult and junior leadership training needs when the county Extension agents were compared on district and sex of worker bases. However, with respect to junior leadership training the men agents more frequently rated themselves "not very" well-trained than did the women agents.

The "0 to 25 percent of time devoted to 4-H group" more frequently ranked both adult and junior leadership training needs as being more critical than was true for the "25 to 75 percent" or the "75 through 100 percent" groups.

The data indicated little difference in training needs of agents in the areas of adult and junior leadership training needs on the basis of tenure with the Tennessee Extension Service.

The district supervisors' perception of the agents' priority training needs indicated that the supervisors, in general, selected more priority needs in the adult leadership training area than agents selected in this area. On the other hand, the county Extension agents felt that the junior leadership priority needs were of greater importance than did the district supervisors.

The data indicated that, as the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs.

Recommendations for use of the findings and for further study were made.

RESEARCH SUMMARY*

I. PURPOSES AND SPECIFIC OBJECTIVES

Purpose

The overall purpose of this study was to assess the self-perceived training needs of county Extension agents in the areas of adult and junior leadership training and to compare these self-perceived needs with agent needs as perceived by district supervisors. Attention also was given to some of the factors which might influence the perception of these needs. Factors considered were: (1) supervisory district, (2) sex of worker, (3) proportion of time devoted to 4-H programs, and (4) years of tenure.

Specific Objectives

The specific objectives of the study were as follows:

1. To identify and compare the adult and junior leadership training needs of county Extension agents as perceived (a) by the agents themselves and (b) by their district supervisors.
2. To compare both the adult and junior leadership training needs of county Extension agents by Extension supervisory district.

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*Marifloyd Hamil, Inner-City 4-H Agent, University of Arizona Cooperative Extension Service, Phoenix, Arizona.

Cecil E. Carter, Jr., Associate Professor, Agricultural Extension Education, University of Tennessee Agricultural Extension Service, Knoxville, Tennessee.

Robert S. Dotson, Professor and Head, Agricultural Extension Education, University of Tennessee Agricultural Extension Service, Knoxville, Tennessee.

3. To compare both the adult and junior leadership training needs of county Extension men and women agents.
4. To compare both adult and junior leadership training needs of county Extension agents according to the percent of time devoted to 4-H programs.
5. To compare both the adult and junior leadership training needs of county Extension agents by years of tenure with the Tennessee Extension Service.
6. To compare priority adult and junior leadership training needs of county Extension agents as perceived by the agents and by the district supervisors.
7. To compare the priority adult and junior leadership training needs of county Extension agents by supervisory district, by sex, and by percent of time devoted to 4-H programs.

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population in this study consisted of 345 Tennessee county Extension agents in the 95 counties, and their 15 district supervisors representing the five Extension districts.

The data collection instrument was developed by The University of Tennessee Agricultural Extension Education Department in collaboration with the 4-H Department and the 1969-1970 Committee on 4-H Inservice Training Needs. This questionnaire was mailed to 350 county Extension agents and 15 district supervisors. All were completed, but five of those done by agents were not usable. Therefore a total of 345 agent

surveys were available for summary. All 15 of the district supervisors' questionnaires were returned and were in usable form. The portion of the questionnaire which was used in this study dealt with how well-trained the agents considered themselves to be on eleven adult and six junior leadership training items. The agents were asked to indicate the percents of time which they devoted to 4-H programs, district supervisors were asked to indicate how well-trained they felt their agents were as a whole, not individually, on each of the eleven adult and six junior leadership training needs.

County Extension agents and supervisors also were asked to indicate the three training needs in the entire survey which they considered to be their greatest priority training needs.

Another source of data consisted of biographical data sheets for each agent in the Agricultural Extension Education Section files at The University of Tennessse. Number of years of work experience with the Tennessee Extension Service was the only experience considered in computing tenure.

III. METHOD OF ANALYSIS

The information obtained from the completed questionnaires was tabulated on a weighted value which was arbitrarily assigned. The weighted values were: 1.0, "not very"; 2.0, "Fairly"; and 3.0, "very" well-trained. These values were used in calculating average scores for each of the eleven adult and six junior leadership training needs, and these scores were then placed in rank order. The average rating

for each of the items was calculated by multiplying the assigned values by the number of Extension agents responding in each response category. The resulting number was divided by the total number of Extension agents. The highest score was ranked number 11 for adult leadership and number 6 for junior leadership training needs, these being the total numbers of items in the respective categories. The lowest score was ranked number one in importance. Numbers and percents were calculated separately for men and for women agents and for the total group of agents together according to percents of time devoted to 4-H and by supervisory district. Percentages were based on the total number responding to each item and were rounded to the nearest whole number.

IV. MAJOR FINDINGS

Major findings will be presented under group headings related to the objectives of the study.

Agents' Self-Perceived Adult and Junior Leadership Training Needs Compared With District Supervisors' Perception of Agents' Needs

1. District Supervisors gave lower ratings on all adult leadership training needs than did the county Extension agents, both of these ratings being in terms of the agents' needs.

2. District supervisors' ratings on all junior leadership training needs of agents were slightly lower than the agents' self-perceptions of their own training needs. This difference was less distinct than the disparity between the two groups with respect to adult leadership needs cited above.

3. District supervisors rated more adult leadership training needs of agents in the "not very" well-trained range, than did the agents themselves.

4. District I supervisors tended quite consistently to rate their agents somewhat higher than other district supervisors rated their agents on adult leadership training needs.

5. Both for adult leadership and junior leadership training needs of agents, men supervisors' and women supervisors' ratings were marked more by similarity than by difference.

Comparison of Adult and Junior Leadership Training Needs as Self-Perceived by County Extension Agents, According to District

A comparison of county Extension agents' self-perceived adult and junior leadership training needs on a district basis revealed no more than very slight disagreements.

Comparison, by Sex, of Self-Perceived Adult and Junior Leadership Training Needs of County Extension Agents

Self-perceived adult leadership training needs of men and women county Extension agents were essentially similar. With respect to junior leadership training needs, the men agents more frequently rated themselves "not very" well-trained than did the women agents.

Comparison of Self-Perceived Adult and Junior Leadership Training Needs of Agents, by Percent of Time Devoted to 4-H Programs

1. On no adult leadership training need were the rankings of self-perceived needs of the different percent of time devoted to 4-H agent groups the same.

2. There was a tendency on the part of the 0 to 25 percent of time devoted to 4-H group to rank both their adult and junior leadership training needs as being more critical than was true for the 25 to 75 percent or the 75 through 100 percent groups.

3. In Districts I and III the 0 to 25 percent group of agents apparently did not feel as well-trained on the junior leadership training needs as did agents in the same percentage of time devoted to 4-H groups in the other three districts.

Comparison, by Tenure Period, of County Extension Agents' Self-Perceived Adult and Junior Leadership Training Needs

1. There was a noticeable decrease in level of self-perceived training adequacy for the two longest tenured agent groups (i.e. 26 to 30 and 31-plus years categories) on junior leadership training needs.

2. In general, the different tenure groups were quite similar in their perception of training needs in both adult and junior leadership training areas.

Comparison of Self-Perceived Adult and Junior Leadership Priority Training Needs of Agents with District Supervisor's Perception of the Agents' Needs

1. Although the numbers involved were relatively small, there seemed to be a tendency for district supervisors, in general, to select more priority training needs in the adult leadership training area than were selected by agents.

2. Almost one-half of all possible 4-H priority training needs were selected by the district supervisors in the adult leadership training area.

3. It was apparent that county Extension agents felt that junior leadership priority needs were of comparatively greater importance than did the district supervisors.

Comparison of Adult and Junior Leadership Training Needs of County Extension Agents by Supervisory District, by Sex, and by Percent of Time Devoted to 4-H Programs

1. Adult leadership priority training needs were selected more frequently by women than by men agents.

2. Larger percents of agents in District V selected priority training needs in both the adult and in the junior leadership training areas than did agents in the other four districts.

3. Agents in District IV selected fewer adult leadership priority needs than agents in other districts, and agents in District II selected fewer junior leadership priority needs than did agents in other districts.

4. As the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs.

5. More agents, 37 percent, selected adult leadership priority training needs than selected junior leadership priority needs (10 percent).

V. IMPLICATIONS AND SUGGESTIONS

Underlying both the broad purpose and the specific objectives of this study was the serious intent to contribute knowledge and understandings which will be valuable in developing meaningful and significant training programs for Extension agents. In line with this intent, the

following implications and recommendations are presented.

1. District supervisors need to be aware of the self-perceived training needs of their agents.

(a) Inservice training need inventories should be completed at periodic intervals, probably no less frequently than every other year. Such inventories should focus on specific areas of concern both to agents and to supervisors. There should be some structure for regular discussion between agents and supervisors concerning training needs seen as vital.

(b) Certainly, vital involvement of agents in the planning and development of inservice programs should be continued. In such planning, care should be taken to include ideas from agents representing different tenure periods, different time commitments to 4-H, as well as both sexes.

2. Supervisory 4-H inservice training programs should be developed specifically with the needs of district supervisors in mind. In the past it has likely been that supervisors involvement in inservice training has been focused primarily on their responsibility for facilitating agent involvement.

3. There is no clear-cut evidence from the current study indicating a crucial need to take unique district characteristics in mind in the development of inservice training programs.

4. Inservice training should be a continuous and systematic process. The tendency toward slightly lower self-perceptions of training adequacy among agents with longer periods of tenure points to this need.

5. The tendency toward lower training adequacy self-ratings among agents with less than 25 percent of their time devoted to 4-H work indicates the need for special thought to be given this group in terms of inservice training.

6. The apparent tendency for agents to give greater emphasis to junior leadership priority needs than did supervisors, as well as men agents' lower self-adequacy ratings in this area, suggests the desirability of giving particular attention to seeking a proper balance between adult and junior leadership training programs.

Suggestions for Further Study

1. Inasmuch as the findings in the current study are based on relatively small numbers in many instances and refined statistical tests of significance have therefore not been utilized, it seems important to follow up with research which does make such tests possible.
2. Along with the above recommendation would be seen the need to control factors which were not taken into account in the current study and to isolate more carefully those influences which were considered here. For example, it would be interesting to look at the influence of (a) types of education and training and (b) background of professional experience prior to the period of 4-H involvement.
3. In terms of district supervisors' involvement in and influence on 4-H programs, a study which considers the effect of the supervisor's past involvement with 4-H related activities and

programs and attitudes toward 4-H might be helpful, particularly in the selection of supervisors, if there is interest in the impact supervisors may have on program development in their district.

4. Data in other training areas of the agent 4-H inservice training needs inventory should be studied to analyze and determine non-leadership 4-H training needs in a similar way to the present investigation. This would be true for data collected in the 1969-1970 survey and future surveys as well.

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TABLE I

AVERAGE ADEQUACY RATINGS* AND RANKINGS** OF ALL TENNESSEE AGENTS ON SELECTED ADULT LEADERSHIP TRAINING NEEDS AS SEEN BY AGENTS AND SUPERVISORS

Adult Leadership Training Need	All Agents (N=345)		Supervisors (N=15)	
	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders.	1.7	1	1.0	1
2. Able to select, train, and work with advisory and action committees	1.7	1	1.2	3
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	2	1.1	2
4. Know how to train adult volunteer leaders	1.8	2	1.1	2
5. Know how to utilize and supervise adult volunteer leaders	1.8	2	1.1	2
6. Know what adult volunteer leaders need to know	2.0	3	1.0	1
7. Able to perform leadership role effectively	2.0	3	1.0	1
8. Familiar with numbers and quality of different kinds of leaders	2.0	3	1.8	6
9. Know the history of leadership cooperation in the county	2.0	3	1.7	5
10. Have a working definition of the term "leadership"	2.2	4	1.7	5
11. Understand professional leadership role	2.4	5	1.6	4
Combined Average Ratings	1.9	-	1.3	-

*Weighted values were assigned to the different categories of perceived training adequacy as follows: "not at all" well-trained - 0.0 to 0.5, "not very" well-trained - 0.5 to 1.5, "Fairly" well-trained - 1.5 to 2.5, and "very" well-trained - 2.5 to 3.0.

**Rank order was based on the weighted scores pertaining to the category of perceived training adequacy. Needs presented in all similar tables are presented in this same order.

TABLE II

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY DISTRICT AND STATE TOTALS, AS SEEN BY DISTRICT SUPERVISORS

Adult Leadership Training Need	State Total (N=15)		District I (N=3)		District II (N=3)		District III (N=3)		District IV (N=3)		District V (N=3)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1
2. Able to select, train, and work with advisory and action committees	1.2	3	1.7	3	1.3	2	1.0	1	1.0	1	1.0	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.1	2	1.3	2	1.0	1	1.0	1	1.0	1	1.0	1
4. Know how to train adult volunteer leaders	1.1	2	1.3	2	1.0	1	1.0	1	1.3	3	1.0	1
5. Know how to uitlize and supervise adult volunteer leaders	1.1	2	1.3	2	1.3	2	1.0	1	1.0	1	1.0	1
6. Know what adult volunteer leaders need to know	1.0	1	1.0	1	1.0	1	1.0	1	1.1	2	1.1	2
7. Able to perform leadership role effectively	1.6	4	2.0	4	1.7	2	1.0	1	1.7	4	1.7	4
8. Familiar with number and quality of different kinds of leaders	1.8	6	2.3	5	1.3	2	1.7	2	2.0	5	1.7	4
9. Know the history of leadership cooperation in the county	1.7	5	1.7	3	1.7	3	1.7	2	1.7	4	1.3	3
10. Have a working definition of the term "leadership"	1.7	5	2.0	4	1.7	3	1.7	2	1.7	4	1.3	3
11. Understand professional leadership role	1.6	4	1.3	2	1.7	3	1.7	2	1.7	4	1.7	4
Combined Average Rating	1.4	-	1.5	-	1.3	-	1.3	-	1.4	-	1.3	-

TABLE III

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR ADULT LEADERSHIP TRAINING NEEDS AS SEEN BY MEN DISTRICT SUPERVISORS AND BY WOMEN DISTRICT SUPERVISORS

Adult Leadership Training Need	State Totals (N=15) Av. Rat.	Rank	Men Supervisors (N=10) Av. Rat.	Rank	Women Supervisors (N=5) Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.0	1	1.0	1	1.0	1
2. Able to select, train, and work with advisory and action committees	1.2	3	1.0	1	1.3	4
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.1	2	1.0	1	1.1	2
4. Know how to train adult volunteer leaders	1.1	2	1.0	1	1.1	2
5. Know how to utilize and supervise adult volunteer leaders	1.1	2	1.1	2	1.1	2
6. Know what adult volunteer leaders need to know	1.1	2	1.0	1	1.2	3
7. Able to perform leadership role effectively	1.6	4	1.8	5	1.4	5
8. Familiar with number and quality of different kinds of leaders	1.8	6	2.0	6	1.7	7
9. Know the history of leadership cooperation in the county	1.7	5	1.8	5	1.6	6
10. Have a working definition of the term "leadership"	1.7	5	1.6	4	1.7	7
11. Understand professional leadership role	1.6	5	1.4	3	1.7	7
Combined Average Rating	1.4	-	1.3	-	1.4	-

TABLE IV

AVERAGE ADEQUACY RATINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS, BY DISTRICT AND BY STATE TOTALS, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	State Total (N=345)		District I (N=90)		District II (N=91)		District III (N=55)		District IV (N=39)		District V (N=70)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.7	1	1.7	1	2.0	3	1.5	1	1.7	2	1.7	2
2. Able to select, train, and work with advisory and action committees	1.7	1	1.7	1	1.8	1	1.6	2	1.6	1	1.8	2
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	2	1.9	3	1.9	2	1.8	4	1.8	3	1.7	1
4. Know how to train adult volunteer leaders	1.8	2	1.8	2	1.9	2	1.7	3	1.8	3	1.8	2
5. Know how to utilize and supervise adult volunteer leaders	1.8	2	1.9	3	1.9	2	1.7	3	1.8	3	1.8	2
6. Know what adult volunteer leaders need to know	2.0	3	1.9	3	2.2	4	2.1	6	1.8	3	2.0	3
7. Able to perform leadership role effectively	2.0	3	2.0	4	2.2	4	2.0	5	1.8	3	2.4	7
8. Familiar with number and quality of different kinds of leaders	2.0	3	2.0	4	2.0	3	2.0	5	1.9	4	2.2	5
9. Know the history of leadership cooperation in the county	2.0	3	2.0	4	2.2	4	2.0	5	1.9	4	2.1	4
10. Have a working definition of the term "leadership"	2.2	4	2.2	5	2.3	5	2.2	7	2.0	5	2.3	6
11. Understand professional leadership role	2.4	5	2.4	6	2.5	6	2.4	8	2.1	6	2.5	8
Combined Average Rating	1.9	-	2.0	-	2.1	-	1.9	-	1.8	-	2.0	-

TABLE V

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY MEN EXTENSION AGENTS, BY DISTRICT, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Needs	State Total (N=196)		District I (N=53)		District II (N=47)		District II (N=29)		District IV (N=24)		District V (N=43)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.8	1	1.5	1	2.2	5	1.6	1	1.9	3	1.6	1
2. Able to select, train, and work with advisory and action committees	1.8	1	1.8	2	2.0	3	1.6	1	1.7	1	1.8	2
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	1	1.8	2	2.0	3	1.6	1	2.1	5	1.6	1
4. Know how to train adult volunteer leaders	1.8	1	1.8	2	1.8	1	1.6	1	2.0	4	1.8	2
5. Know how to utilize and supervise adult volunteer leaders	1.8	1	2.0	4	1.9	2	1.6	1	2.0	4	1.6	1
6. Know what adult volunteer leaders need to know	1.9	2	1.8	2	2.3	6	2.0	3	1.8	2	1.8	2
7. Able to perform leadership role effectively	2.0	3	1.9	3	2.2	5	1.9	2	1.8	2	2.3	4
8. Familiar with number and quality of different kinds of leaders	2.0	3	1.9	3	2.1	4	2.0	3	2.0	4	2.3	4
9. Know the history of leadership cooperation in the county	2.0	3	1.8	2	2.1	4	2.2	4	2.0	4	2.2	3
10. Have a working definition of the term "leadership"	2.2	4	2.0	4	2.4	7	2.0	3	2.2	6	2.3	4
11. Understand professional leadership role	2.2	4	2.2	5	2.5	8	2.0	3	2.1	5	2.3	4
Combined Average Rating	1.9	-	1.9	-	2.1	-	1.8	-	2.0	-	2.0	-

TABLE VI

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY WOMEN EXTENSION AGENTS, BY DISTRICT, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	State Total (N=149)		District I (N=37)		District II (N=44)		District III (N=26)		District IV (N=15)		District V (N=27)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.6	1	1.8	3	1.8	2	1.3	1	1.4	1	1.8	2
2. Able to select, train and work with advisory and action committees	1.6	1	1.6	1	1.6	1	1.6	2	1.5	2	1.7	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	2	2.0	4	1.8	2	2.0	6	1.5	2	1.8	2
4. Know how to train adult volunteer leaders	1.8	2	17.	2	1.9	3	1.8	4	1.6	3	1.8	2
5. Know how to utilize and supervise adult volunteer leaders	1.8	2	1.8	3	1.9	3	1.7	3	1.5	2	2.0	3
6. Know what adult volunteer leaders need to know	2.0	3	2.0	4	2.1	5	2.2	7	1.7	4	2.2	4
7. Able to perform leadership role effectively	2.0	3	2.0	4	2.2	6	2.0	6	1.8	5	2.4	6
8. Familiar with number and quality of different kinds of leaders	2.0	3	2.1	5	2.0	4	2.0	6	1.7	4	2.0	3
9. Know the history of leadership cooperation in the county	2.0	3	2.0	4	2.2	6	1.9	5	1.7	4	2.0	3
10. Have a working definition of the term "leadership"	2.2	4	2.3	6	2.2	6	2.3	8	1.9	6	2.3	5
11. Understand professional leadership role	2.5	5	2.6	7	2.5	7	2.7	9	2.1	7	2.7	7
Combined Average Rating	1.9	-	2.0	-	2.0	-	2.0	-	1.7	-	2.1	-

TABLE VII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF MEN AND OF WOMEN COUNTY EXTENSION AGENTS FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	All Agents (N=345)		Men Agents (N=196)		Women Agents (N=149)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.7	1	1.8	1	1.6	1
2. Able to select, train, and work with advisory and action committees	1.7	1	1.8	1	1.6	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	2	1.8	1	1.8	2
4. Know how to train adult volunteer leaders	1.8	2	1.8	1	1.8	2
5. Know how to utilize and supervise adult volunteer leaders	1.8	2	1.8	1	1.8	2
6. Know what adult volunteer leaders need to know	2.0	3	1.9	2	2.0	3
7. Able to perform leadership role effectively	2.0	3	2.0	3	2.0	3
8. Familiar with number and quality of different kinds of leaders	2.0	3	2.0	3	2.0	3
9. Know the history of leadership cooperation in the county	2.0	3	2.0	3	2.0	3
10. Have a working definition of the term "leadership"	2.2	4	2.2	4	2.2	4
11. Understand professional leadership role	2.4	5	2.2	4	2.5	5
Combined Average Rating	1.9	-	1.9	-	1.9	-

TABLE VIII

PERCENTS OF ALL TENNESSEE EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATEGORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=345)

Adult Leadership Training Need	Degree to Which Agents Considered Selves Well-Trained					
	Very Well Percent	Fairly Well Percent	Not very well Percent	Not at all Percent	Does not apply Percent	No response Percent
1. Know how to identify and recruit adult volunteer leaders	10	51	32	1	5	1
2. Able to select, train and work with advisory and action committees	10	57	25	2	5	1
3. Able to write descriptions of and willing to turn over to adult volunteer leaders	16	55	18	2	7	1
4. Know how to train adult volunteer leaders	12	56	24	0	7	1
5. Know how to utilize and supervise adult volunteer leaders	10	61	22	0	4	4
6. Know what adult volunteer leaders need to know	25	59	13	0	2	1
7. Able to perform leadership role effectively	18	72	7	0	1	2
8. Familiar with number and quality of different kinds of leaders	26	58	13	1	1	1
9. Know the history of leadership cooperation in the county	26	55	14	2	2	1
10. Have a working definition of the term "leadership"	30	61	6	1	1	1
11. Understand professional leadership role	44	51	3	0	1	1

TABLE IX

PERCENTS OF TENNESSEE MEN EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATEGORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=196)

Adult Leadership Training Need	Degree to Which Agents Considered Selves Well-Trained					
	Very well Percent	Fairly well Percent	Not very well Percent	Not at all Percent	Does not apply Percent	No response Percent
1. Know how to identify and recruit adult volunteer leaders	10	51	31	1	6	1
2. Able to select, train and work with advisory and action committees	11	61	20	1	6	0
3. Able to write descriptions of and willing to turn over to adult volunteer leaders	14	55	18	3	9	1
4. Know how to train adult volunteer leaders	11	54	24	1	9	1
5. Know how to utilize and supervise adult volunteer leaders	11	57	23	1	3	5
6. Know what adult volunteer leaders to know	25	56	15	1	3	0
7. Able to perform leadership role effectively	15	72	9	0	2	2
8. Familiar with number and quality of different kinds of leaders	25	59	12	1	3	0
9. Know the history of leadership cooperation in the county	26	59	12	2	3	0
10. Have a working definition of the term "leadership"	28	63	6	0	2	1
11. Understand professional leadership role	11	61	20	1	6	0

TABLE X

PERCENTS OF TENNESSEE WOMEN EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATEGORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=149)

Adult Leadership Training Need	Degree to Which Agents Considered Selves Well-Trained					
	Very well Percent	Fairly well Percent	Not very well Percent	Not at all Percent	Does not apply Percent	No response Percent
1. Know how to identify and recruit adult volunteer leaders	10	50	34	1	3	1
2. Able to select, train and work with advisory and action committees	9	92	31	2	4	2
3. Able to write descriptions of and willing to turn over to adult volunteer leaders	20	58	17	0	3	2
4. Know how to train adult volunteer leaders	13	58	23	0	4	2
5. Know how to utilize and supervise adult volunteer leaders	9	66	20	0	4	1
6. Know what adult volunteer leaders need to know	24	63	10	1	1	1
7. Able to perform leadership role effectively	22	71	3	0	1	3
8. Familiar with number and quality of different kinds of leaders	26	57	15	0	0	2
9. Know the history of leadership cooperation in the county	28	53	16	1	1	1
10. Have a working definition of the term "leadership"	34	60	5	0	0	1
11. Understand professional leadership role	55	42	1	0	1	1

TABLE XI

AVERAGE ADEQUACY RATINGS AND RANKINGS FOR TENNESSEE COUNTY EXTENSION AGENTS, ACCORDING TO PERCENT OF TIME DEVOTED TO 4-H PROGRAMS, AND SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	Time Devoted to 4-H: 0 to 25% (N=157) Av. Rat.	Rank	25 to 75% (N=86) Av. Rat.	Rank	75 - 100% (N=102) Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.5	2	1.8	1	1.7	1
2. Able to select, train and work with advisory and action committees	1.5	2	1.8	1	1.7	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.5	2	2.0	3	2.0	3
4. Know how to train adult volunteer leaders	1.6	3	2.0	3	1.8	2
5. Know how to utilize and supervise adult volunteer leaders	1.3	1	2.0	3	1.8	2
6. Know what adult volunteer leaders need to know	1.6	3	2.1	4	2.0	3
7. Able to perform leadership role effectively	2.0	5	2.0	3	2.0	3
8. Familiar with number and quality of different kinds of leaders	1.9	4	2.0	3	2.0	3
9. Know the history of leadership cooperation in the county	2.0	5	1.9	2	2.0	3
10. Have a working definition of the term "leadership"	2.1	6	2.3	5	2.2	4
11. Understand professional leadership role	2.3	7	2.4	6	2.4	5
Combined Average Rating	1.8	-	2.0	-	2.0	-

TABLE XII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS HAVING LESS THAN 25 PERCENT RESPONSIBILITY FOR COUNTY 4-H WORK, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY STATE AND DISTRICT TOTALS

Adult Leadership Training Need	State Total (N=157)		District I (N=45)		District II (N=43)		District III (N=22)		District IV (N=11)		District V (N=32)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.5	2	1.3	1	1.8	3	1.3	1	1.4	1	1.7	2
2. Able to select, train, and work with advisory and action committees	1.5	2	1.4	2	1.7	2	1.3	1	1.4	1	2.0	4
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.5	2	1.5	3	1.6	1	1.8	4	1.6	2	1.4	1
4. Know how to train adult volunteer leaders	1.6	3	1.3	1	1.7	2	1.5	3	1.8	4	1.7	2
5. Know how to utilize and supervise adult volunteer leaders	1.3	1	1.3	1	1.8	3	1.4	2	1.6	2	1.8	3
6. Know what adult volunteer leaders need to know	1.6	3	1.9	4	1.9	4	2.5	9	1.6	2	1.4	1
7. Able to perform leadership role effectively	2.0	5	1.9	4	2.1	5	1.9	5	1.6	2	2.5	7
8. Familiar with number and quality of different kinds of leaders	1.9	4	1.9	4	1.9	4	2.2	6	1.7	3	2.0	4
9. Know the history of leadership cooperation in the county	2.0	5	2.0	5	2.2	6	2.2	6	1.7	3	2.2	5
10. Have a working definition of the term "leadership"	2.1	6	2.1	6	2.3	7	2.1	7	1.6	2	2.4	6
11. Understand professional leadership role	2.3	7	2.3	7	2.4	8	2.4	8	1.8	4	2.4	6
Combined Average Rating	1.7	-	1.7	-	1.9	-	1.9	-	1.6	-	2.0	-

TABLE XIII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS DEVOTING 25 TO 75 PERCENT OF THEIR TIME TO 4-H WORK, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY STATE AND DISTRICT TOTALS

Adult Leadership Training Need	State Total (N=86)		District I (N=23)		District II (N=25)		District III (N=9)		District IV (N=16)		District V (N=13)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.8	1	1.7	2	2.3	4	1.7	2	1.8	2	1.6	1
2. Able to select, train and work with advisory and action committees	1.8	1	2.0	4	1.9	1	1.7	2	1.8	2	1.6	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	2.0	3	2.1	5	2.3	4	1.6	1	2.0	4	1.8	2
4. Know how to train adult volunteer leaders	2.0	3	2.3	7	1.9	1	2.0	4	1.9	3	2.0	3
5. Know how to utilize and supervise adult volunteer leaders	2.0	3	2.4	8	2.0	2	1.9	3	1.9	3	2.0	3
6. Know what adult volunteer leaders need to know	2.1	4	1.9	3	2.6	6	2.1	5	1.7	1	2.2	4
7. Able to perform leadership roles effectively	2.0	3	1.9	3	2.3	4	2.0	4	1.8	2	2.3	5
8. Familiar with numbers and quality of different kinds of leaders	2.0	3	2.0	4	2.1	3	1.9	3	2.0	4	2.3	5
9. Know the history of leadership cooperation in the county	1.9	2	1.6	1	2.0	2	2.1	5	2.0	4	2.0	3
10. Have a working definition of the term "leadership"	2.3	5	2.2	6	2.3	4	2.2	6	2.2	5	2.5	6
11. Understand professional leadership role	2.4	6	2.4	8	2.4	5	2.3	7	2.3	6	2.5	6
Combined Average Ratings	2.0	-	2.0	-	2.2	-	2.0	-	1.9	-	2.1	-

TABLE XIV

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS DEVOTING FROM 75 THROUGH 100 PERCENT OF THEIR TIME TO 4-H WORK, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY STATE AND DISTRICT TOTALS

Adult Leadership Training Need	State Total (N=102)		District I (N=22)		District II (N=23)		District III (N=20)		District IV (N=12)		District V (N=25)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.7	1	1.7	2	1.9	2	1.4	1	1.8	2	1.7	1
2. Able to select, train, and work with advisory and action committees	1.7	1	1.6	1	1.8	1	1.6	2	1.7	1	1.7	1
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	2.0	3	1.9	4	2.0	3	2.0	6	1.9	3	2.0	2
4. Know how to train adult volunteer leaders	1.8	2	1.8	3	2.0	3	1.8	3	1.8	2	1.7	1
5. Know how to utilize and supervise adult volunteer leaders	1.8	2	2.0	5	2.0	3	1.7	3	1.8	2	1.7	1
6. Know what adult volunteer leaders need to know	2.0	3	2.0	5	2.1	4	1.8	4	2.0	4	2.0	2
7. Able to perform leadership roles effectively	2.0	3	2.0	5	2.3	5	1.9	5	2.1	5	2.1	3
8. Familiar with numbers and quality of different kinds of leaders	2.0	3	2.0	6	2.0	3	2.2	7	1.9	3	2.1	3
9. Know the history of leadership cooperation in the county	2.0	3	2.0	5	2.3	5	2.0	6	1.9	3	1.7	1
10. Have a working definition of the term "leadership"	2.2	4	2.0	5	2.4	6	2.2	7	2.3	6	2.2	4
11. Understand professional leadership role	2.4	5	2.5	7	2.6	7	2.3	8	2.3	6	2.5	5
Combined Average Ratings	2.0	-	2.0	-	2.1	-	1.9	-	2.0	-	1.9	-

TABLE XV

AVERAGE ADEQUACY RATINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	Aver. Total Rating (N=345)	Tenure Periods						
		1 - 5 yrs. (N=108) Av. Rat.	6 - 10 yrs. (N=52) Av. Rat.	11 - 15 yrs. (N=65) Av. Rat.	16 - 20 yrs. (N=55) Av. Rat.	21 - 25 yrs. (N=33) Av. Rat.	25 - 30 yrs. (N=16) Av. Rat.	31 - yrs. (N=16) Av. Rat.
1. Know how to identify and recruit adult volunteer leaders	1.7	1.6	1.6	1.7	1.6	1.9	1.6	1.7
2. Able to select, train, and work with advisory and action committees	1.7	1.7	1.6	1.9	1.7	1.9	1.7	1.9
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	1.7	1.9	1.7	1.7	1.9	1.8	1.9
4. Know how to train adult volunteer leaders	1.8	1.7	1.8	1.9	1.9	1.8	1.7	1.7
5. Know how to utilize and supervise adult volunteer leaders	1.8	1.8	1.7	1.9	1.9	1.7	1.7	1.6
6. Know what adult volunteer leaders need to know	2.0	2.0	2.0	1.9	1.9	2.1	2.1	2.1
7. Able to perform leadership role effectively	2.0	2.1	2.1	2.1	2.2	2.2	2.0	1.4
8. Familiar with number and quality of different kinds of leaders	2.0	2.1	2.1	2.0	2.0	2.0	1.9	2.2
9. Know the history of leadership cooperation in the county	2.0	1.9	2.0	2.0	2.0	2.2	1.9	1.9
10. Have a working definition of the term "leadership"	2.2	2.3	2.3	2.4	2.2	2.5	2.0	1.9
11. Understand professional leadership role	2.4	2.4	2.4	2.5	2.5	2.6	2.3	2.2
Combined Average Rating	1.9	1.9	2.0	2.0	2.0	2.1	1.9	1.9

TABLE XVI

AVERAGE ADEQUACY RATINGS OF MEN COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Aduot Leadership Training Need	Aver. Total Rating (N=196)	1 - 5 yrs. (N=42) Av. Rat.	6 - 10 yrs. (N=42) Av. Rat.	11 - 15 yrs. (N=44) Av. Rat.	16 - 20 yrs. (N=37) Av. Rat.	21 - 25 yrs. (N=20) Av. Rat.	25 - 30 yrs. (N=13) Av. Rat.	31 - yrs. (N=14) Av. Rat.
1. Know how to identify and recruit adult volunteer leaders	1.8	1.7	1.7	1.8	1.5	2.0	1.8	2.0
2. Able to select, train, and work with advisory and action committees	1.8	1.7	1.7	1.9	1.8	1.9	1.7	1.8
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	1.9	2.0	1.9	1.5	=.0	1.6	1.4
4. Know how to train adult volunteer leaders	1.8	1.7	1.6	1.7	1.9	1.9	1.8	1.5
5. Know how to utilize and supervise adult volunteer leaders	1.8	1.7	1.7	1.8	1.8	1.8	1.7	1.8
6. Know what adult volunteer leaders need to know	1.9	1.9	2.1	2.0	1.8	2.1	1.8	1.6
7. Able to perform leadership role effectively	2.0	1.8	2.0	2.0	2.0	2.2	1.9	1.7
8. Familiar with number and quality of different kinds of leaders	2.0	2.2	2.2	2.1	2.1	2.0	1.8	1.9
9. Know the history of leadership cooperation in the county	2.0	1.9	1.9	2.3	2.3	2.2	1.4	2.0
10. Have a working definition of the term "leadership"	2.2	2.3	2.4	2.4	2.2	2.4	2.0	1.9
11. Understand professional leadership role	2.2	2.1	2.4	2.1	2.4	2.3	2.1	1.9
Combined Average Rating	1.9	1.9	2.0	2.0	1.9	2.1	1.8	1.8

TABLE XVII

AVERAGE ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS OF WOMEN COUNTY AGENTS, ACCORDING TO TENURE, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	State Total (N=149) Av. Rat.	1 - 5 yrs. (N=65) Av. Rat.	6 - 10 yrs. (N=27) Av. Rat.	10 - 15 yrs. (N=21) Av. Rat.	16 - 20 yrs. (N=18) Av. Rat.	21 - 25 yrs. (N=13) Av. Rat.	26 - 30 yrs. (N=2) Av. Rat.	31 - yrs. (N=2) Av. Rat.
1. Know how to identify and recruit adult volunteer leaders	1.6	1.6	1.6	1.7	1.8	1.8	1.5	1.5
2. Able to select, train, and work with advisory and action committees	1.6	1.7	1.5	1.8	1.6	1.8	1.0	1.9
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	1.4	1.8	1.5	1.9	1.6	2.0	2.5
4. Know how to train adult volunteer leaders	1.8	1.8	1.8	2.0	1.9	1.7	1.5	1.8
5. Know how to utilize and supervise adult volunteer leaders	1.8	1.8	1.7	2.0	1.9	1.7	1.7	1.5
6. Know what adult volunteer leaders need to know	2.0	2.1	2.0	1.9	2.0	2.1	2.1	2.0
7. Able to perform leadership role effectively	2.0	2.2	2.2	2.0	2.3	2.2	2.0	1.0
8. Familiar with number and quality of different kinds of leaders	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.2
9. Know the history of leadership cooperation in the county	2.0	1.8	2.1	2.1	2.1	2.0	1.9	1.9
10. Have a working definition of the term "leadership"	2.2	2.3	2.2	2.4	2.3	2.4	2.0	2.0
11. Understand professional leadership role	2.5	2.5	2.4	2.4	2.5	2.8	2.5	2.5
Combined Average Rating	1.9	1.9	1.9	2.0	2.0	2.0	1.8	1.9

TABLE XVIII

NUMBERS, PERCENTS, AND RANKINGS OF DISTRICT SUPERVISORS, ALL AGENTS COMBINED, AND MEN AND WOMEN AGENTS SEPARATELY, SELECTING ADULT PRIORITY LEADERSHIP NEEDS

Adult Leadership Training Need	Dist. Super (N=15)			All Agents (N=345)			Men Agents (N=196)			Women Agents (N=149)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to identify and recruit adult volunteer leaders	3	20	3	39	12	1	17	9	1	22	15	1
2. Able to select, train and work with advisory and action committees	-	-	-	12	4	4	4	2	5	8	5	3
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	2	13	4	8	2	5	2	1	7	6	4	5
4. Know how to train adult volunteer leaders	4	27	2	23	7	2	11	6	2	12	8	2
5. Know how to utilize and supervise adult leaders	6	40	1	12	4	4	6	3	4	6	4	5
6. Know what adult volunteer leaders need to know	2	13	4	8	2	5	3	2	6	5	3	6
7. Able to perform leadership role effectively	1	7	5	-	-	-	-	-	-	-	-	-
8. Familiar with number and quality of different kinds of leaders	-	-	-	1	-	7	-	-	-	1	1	8
9. Know the history of leadership cooperation in the county	-	-	-	3	1	6	-	-	-	3	2	7
10. Have a working definition of the term "leadership"	-	-	-	1	-	7	1	1	8	-	-	-
11. Understand professional leadership role	-	-	-	1	-	7	1	1	8	-	-	-
12. Total Adult Leadership Training area*	3	20	3	15	4	3	8	4	3	7	5	4

*Number, percent, and rank of agents and supervisors who selected the over-all area of Adult Leadership as a priority need.

TABLE XIX

NUMBERS, PERCENTS, AVERAGE RATINGS, AND RANKING OF SELECTED PRIORITY ADULT LEADERSHIP TRAINING NEEDS OF COUNTY EXTENSION AGENTS, BY PERCENT OF TIME DEVOTED TO 4-H AND BY STATE TOTALS

Adult Leadership Training Need	State Total (N=345			0 to 25% (N=157)			25 to 75% (N=86)			75 - 100% (N=102)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to identify and recruit adult volunteer leaders	39	12	1	7	5	1	13	15	1	19	19	1
2. Able to select, train and work with advisory and action committees	12	4	4	2	1	5	5	6	2	5	5	4
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	8	2	5	1	1	6	4	5	3	3	3	6
4. Know how to train adult volunteer leaders	23	7	2	5	3	2	5	6	2	14	14	2
5. Know how to utilize and supervise adult volunteer leaders	12	4	4	5	3	3	4	5	3	4	4	5
6. Know what adult volunteer leaders need to know.	8	2	5	2	1	5	2	2	4	4	4	5
7. Able to perform leadership role effectively	-	-	-	-	-	-	-	-	-	-	-	-
8. Familiar with number and quality of different kinds of leaders	1	-	7	-	-	-	-	-	-	2	2	7
9. Know the history of leadership cooperation in the county	3	1	6	-	-	-	2	2	4	1	1	8
10. Have a working definition of the term "leadership"	1	-	6	1	1	6	-	-	-	-	-	-
11. Understand professional leadership role	1	-	7	1	1	7	-	-	-	-	-	-
12. Total Adult Leadership Training area*	15	4	3	4	3	4	2	2	4	9	9	3

*Numbers, percent, and rank of agents who selected over-all adult leadership as a priority need.

TABLE XX

NUMBERS, PERCENTS, AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS SELECTING ADULT PRIORITY LEADERSHIP TRAINING NEEDS, BY DISTRICT AND STATE TOTALS

Adult Leadership Training Need	State Total (N=345)			District I (N=90)			District II (N=91)			District III (N=55)			District IV (N=39)			District V (N=70)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to identify and recruit adult volunteer leaders	39	12	1	9	10	1	10	10	1	8	15	1	3	8	1	9	13	1
2. Able to select, train, and work with advisory and action committees	12	4	4	3	3	3	4	4	3	1	2	4	-	-	-	4	6	3
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	8	2	5	2	2	4	1	1	5	1	2	4	1	3	3	3	4	4
4. Know how to train adult volunteer leaders	23	7	2	9	10	1	5	5	2	3	5	2	-	-	-	6	9	2
5. Know how to utilize and supervise adult volunteer leaders	12	4	4	3	3	3	4	4	3	2	4	3	2	5	2	1	1	5
6. Know what adult volunteer leaders need to know	8	2	5	1	1	5	-	-	-	1	2	4	-	-	-	6	9	2
7. Able to perform leadership role effectively	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Familiar with number and quality of different kinds of leaders	1	-	7	-	-	-	-	-	-	-	-	-	-	-	-	1	1	5
9. Know the history of leadership cooperation in the county	3	1	6	-	-	-	1	1	5	2	4	3	-	-	-	-	-	-
10. Have a working definition of the term "leadership"	1	-	7	1	1	5	-	-	-	-	-	-	-	-	-	-	-	-
11. Understand professional leadership role	1	-	7	1	1	5	-	-	-	-	-	-	-	-	-	-	-	-
12. Total Adult Leadership area*	15	4	3	4	4	2	2	2	4	3	6	2	2	5	2	4	6	3

*Numbers, percents, and rankings of agents who selected the over-all adult leadership area as a priority.

TABLE XXI

AVERAGE ADEQUACY RATINGS* AND RANKINGS** FOR ALL TENNESSEE COUNTY EXTENSION AGENTS FOR SELECTED JUNIOR LEADERSHIP NEEDS AS PERCEIVED BY THE AGENTS AND BY THE SUPERVISORS

Junior Leadership Training Need	Agents (N=345) Av. Rat.	Rank	Supervisors (N=15) Av. Rat.	Rank
1. Know how to train junior leaders	1.8	1	1.5	1
2. Know how to utilize and supervise junior leaders	1.9	2	1.5	1
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2	1.5	1
4. Know how to identify and recruit junior leaders	1.9	2	1.8	3
5. Know what junior leaders need to know	2.0	3	1.6	2
6. Understand the relation of junior and adult leadership roles	2.1	4	1.9	4
Combined Average Rating	1.9	-	1.6	-

*Weighted values were assigned to the different categories of perceived training adequacy as follows: "not at all" well-trained - 0.0 to 0.5, "not very" well-trained - 0.5 to 1.5, "fairly" well-trained - 1.5 to 2.5, and "very" well-trained - 215 to 3.0.

**Rank order was based on the weighted scores pertaining to the category of perceived training adequacy. Needs presented in all similar tables are presented in this same order.

TABLE XXII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS BY STATE TOTALS AND BY DISTRICT AS SEEN BY DISTRICT SUPERVISORS

Junior Leadership Training Needs	State Total (N=15)		District I (N=3)		District II (N=3)		District III (N=3)		District IV (N=3)		District V (N=3)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.5	1	1.3	1	1.3	2	1.3	1	1.7	1	1.7	2
2. Know how to utilize and supervise junior leaders	1.5	1	1.3	1	1.7	3	1.3	1	1.7	1	1.7	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.5	1	2.0	3	1.0	1	1.7	2	1.7	1	1.3	1
4. Know how to identify and recruit junior leaders	1.8	3	2.0	3	2.0	4	1.7	2	1.7	1	1.7	2
5. Know what junior leaders need to know	1.6	2	1.6	2	1.7	3	1.3	1	2.0	2	1.3	1
6. Understand the relation of junior and adult leadership roles	1.9	4	2.0	3	2.0	4	1.7	2	2.0	2	2.0	3
Combined Average Ratings	1.6	-	1.7	-	1.6	-	1.5	-	1.8	-	1.6	-

TABLE XXIII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS, AS SEEN BY MEN AND WOMEN DISTRICT SUPERVISORS, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	MEN & WOMEN SUPERVISORS					
	State Tot. (N=15)		Men (N=10)		Women (N=5)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.5	1	1.3	1	1.6	2
2. Know how to uitlize and supervise junior leaders	1.5	1	1.4	2	1.6	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.5	1	1.3	1	1.7	3
4. Know how to identify and recruit junior leaders	1.8	3	1.6	3	2.0	4
5. Know what junior leaders need to know	1.6	2	1.7	4	1.4	1
6. Understand the relation of junior and adult leadership roles	1.9	4	2.0	5	1.8	3
Combined Average Ratings	1.6	-	1.6	-	1.7	-

TABLE XXIV

AVERAGE ADEQUACY RATINGS AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS, BY DISTRICT AND STATE TOTALS, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=345)		District I (N=90)		District II (N=91)		District III (N=55)		District IV (N=39)		District V (N=70)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.8	1	1.9	1	20.	2	1.5	1	1.8	1	1.8	1
2. Know how to utilize and supervise junior leaders	1.9	2	1.9	1	2.0	2	1.7	2	1.9	2	2.0	3
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2	2.0	2	2.0	2	1.7	2	2.0	3	1.9	2
4. Know how to identify and recruit junior leaders	1.9	2	1.9	1	1.9	1	1.8	3	2.0	3	2.0	3
5. Know what junior leaders need to know	2.0	3	2.0	2	2.1	3	1.9	4	2.0	3	2.1	4
6. Understand the relation of junior and adult leadership roles	2.1	4	2.1	3	2.2	4	2.0	5	2.0	3	2.2	5
Combined Average Ratings	1.9	-	2.0	-	2.0	-	1.8	-	2.0	-	2.0	-

TABLE XXV

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY MEN EXTENSION AGENTS, BY DISTRICT AND STATE TOTALS FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=196)		District I (N=53)		District II (N=47)		District III (N=29)		District IV (N=24)		District V (N=43)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.7	1	1.7	1	1.9	2	1.3	1	1.9	2	1.6	1
2. Know how to utilize and supervise juniot leaders	1.9	2	1.9	2	2.0	3	1.7	2	1.8	1	2.0	3
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2	1.9	3	2.0	3	1.7	2	2.0	3	1.7	2
4. Know how to identify and recruit junior leaders	1.9	2	1.9	3	1.7	1	1.8	3	1.9	2	2.0	3
5. Know what junior leaders need to know	1.9	2	1.9	3	2.0	3	1.8	3	2.0	3	1.7	2
6. Understand the relation of junior and adult leadership roles	2.0	3	2.0	4	2.1	4	1.9	4	2.0	3	2.0	3
Combined Average Rating	1.9	-	1.9	-	2.0	-	1.7	-	1.9	-	1.8	-

TABLE XXVI

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE WOMEN COUNTY EXTENSION AGENTS, BY DISTRICTS, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=149)		District I (N=37)		District II (N=44)		District III (N=26)		District IV (N=15)		District V (N=27)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.9	1	2.0	2	2.2	3	1.7	2	1.7	1	1.9	1
2. Know how to utilize and supervise junior leaders	1.9	1	2.0	2	2.1	2	1.6	1	2.0	3	2.0	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	1	2.0	2	2.0	1	1.7	2	2.0	3	2.0	2
4. Know how to identify and recruit junior leaders	1.9	1	1.9	1	2.0	1	1.7	2	2.0	3	2.0	2
5. Know what junior leaders need to know	2.1	2	2.1	3	2.2	3	1.9	3	1.9	2	2.2	3
6. Understand the relation of junior and adult leadership roles	2.1	2	2.2	4	2.2	3	2.0	4	1.9	2	2.4	4
Combined Average Ratings	2.0	-	2.0	-	2.1	-	1.8	-	1.9	-	2.1	-

TABLE XXVII

SELF-PERCEIVED JUNIOR LEADERSHIP TRAINING NEEDS OF COUNTY EXTENSION AGENTS BY SEX AND BY TOTAL GROUP

	AGENT GROUP					
	All Agents (N=345)		Men Agents (N=196)		Women Agents (N=149)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.8	1	1.7	1	1.9	1
2. Know how to utilize and supervise junior leaders	1.9	2	1.9	2	1.9	1
3. Able to write descriptions of tasks willing to turn to junior leaders	1.9	2	1.9	2	1.9	1
4. Know how to identify and recruit junior leaders	1.9	2	1.9	2	1.9	1
5. Know what junior leaders need to know	2.0	3	1.9	2	2.1	2
6. Understand the relation of junior and adult leadership roles	2.1	4	2.0	3	2.1	2
Combined Average Rating	1.9	-	1.9	-	2.0	-

TABLE XXVIII

PERCENTS OF ALL TENNESSEE COUNTY EXTENSION AGENTS IN DIFFERENT LEVELS OF SELF-PERCEIVED TRAINING ADEQUACY ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	Very Well-trained Percent	Fairly Well-Trained Percent	Not very Well-trained Percent	Not-at-all Well-trained Percent	Does not apply Percent	No response Percent
1. Know how to train junior leaders	18	54	18	-	8	2
2. Know how to utilize and supervise junior leaders	17	89	12	2	8	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	18	55	16	-	8	3
4. Know how to identify and recruit junior leaders	22	56	13	-	7	2
5. Know what junior leaders need to know	20	61	12	1	4	2
6. Understand the relation of junior and adult leadership roles	25	60	7	2	4	2

TABLE XXIX

PERCENTS OF TENNESSEE COUNTY MEN EXTENSION AGENTS IN DIFFERENT LEVELS OF SELF-PERCEIVED TRAINING ADEQUACY, ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	Very Well-trained Percent	Fairly Well-trained Percent	Not very Well-trained Percent	Not-at-all Well-trained Percent	Does not apply Percent	No response Percent
1. Know how to train junior leaders	18	54	18	-	8	2
2. Know how to utilize and supervise junior leaders	17	59	13	2	8	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	18	55	16	-	8	3
4. Know how to identify and recruit junior leaders	22	56	13	-	7	2
5. Know what junior leaders need to know	20	61	12	1	4	2
6. Understand the relation of junior and adult leadership roles	25	60	7	2	4	2

TABLE XXX

PERCENTS OF TENNESSEE COUNTY WOMEN EXTENSION AGENTS IN DIFFERENT LEVELS OF SELF-PERCEIVED TRAINING ADEQUACY ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS (N=149)

Junior Leadership Training Need	Very Well-trained Percent	Fairly Well-trained Percent	Not very Well-trained Percent	Not-at-all Well-trained Percent	Does not apply Percent	No response Percent
1. Know how to train junior leaders	24	56	14	-	4	3
2. Know how to utilize and supervise junior leaders	24	58	9	1	5	3
3. Able to write descriptions of tasks willing to turn over to junior leaders	27	52	11	-	6	4
4. Know how to identify and recruit junior leaders	24	58	11	-	5	2
5. Know what junior leaders need to know	27	60	8	-	3	2
6. Understand the relation of junior and adult leadership roles	30	60	7	-	1	2

TABLE XXXI

STATE AVERAGE ADEQUACY RATINGS AND RANKINGS FOR TENNESSEE COUNTY EXTENSION AGENTS, BY PROPORTION OF TIME DEVOTED TO 4-H PROGRAMS, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	Percent of Time Devoted to 4-H Work					
	0 to 25% (N=157)		25 to 75% (N=86)		75 - 100% (N=102)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.5	1	1.8	1	2.0	1
2. Know how to utilize and supervise junior leaders	1.5	1	2.0	2	2.1	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.5	1	2.0	2	2.1	2
4. Know how to identify and recruit junior leaders	1.6	2	2.0	2	2.1	2
5. Know what junior leaders need to know	1.6	2	2.1	3	2.2	3
6. Understand the relation of junior and adult leadership roles	1.8	3	2.2	4	2.3	4
Combined Average Rating	1.6	-	2.0	-	2.1	-

TABLE XXXII

COMPARISON OF SELF-PERCEIVED TRAINING NEEDS RELATED TO SELECTED JUNIOR LEADERSHIP TRAINING AREAS, BY DISTRICT, OF EXTENSION AGENTS DEVOTING LESS THAN 25 PERCENT OF THEIR TIME TO 4-H PROGRAMS

Junior Leadership Training Need	State Total (N=157)		District I (N=45)		District II (N=43)		District III (N=21)		District IV (N=11)		District V (N=32)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.5	1	1.4	2	1.8	2	1.4	3	1.7	2	1.6	1
2. Know how to utilize and supervise junior leaders	1.5	1	1.5	3	1.7	1	1.3	2	1.7	2	1.6	1
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.5	1	1.3	1	1.7	1	1.2	1	1.8	3	1.7	2
4. Know how to identify and recruit junior leaders	1.6	2	1.6	4	1.7	1	1.4	3	1.8	3	1.7	2
5. Know what junior leaders need to know	1.6	2	1.5	3	1.8	2	1.4	3	1.6	1	1.9	3
6. Understand the relation of junior and adult leadership roles	1.8	3	1.7	5	1.9	3	1.7	4	1.7	2	2.2	4
Combined Average Rating	1.6	-	1.5	-	1.8	-	1.4	-	1.7	-	1.8	-

TABLE XXXIII

AVERAGE SELF-PERCEIVED ADEQUACY RATINGS OF TENNESSEE COUNTY EXTENSION AGENTS DEVOTING FROM 25 TO 75 PERCENT OF THEIR TIME TO 4-H WORK, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS, BY DISTRICT

Junior Leadership Training Need	State Total (N=86)		District I (N=23)		District II (N=25)		District III (N=9)		District IV (N=16)		District V (N=13)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.8	1	2.2	1	2.1	1	1.4	1	1.7	1	1.8	1
2. Know how to utilize and supervise junior leaders	2.0	2	2.2	1	2.1	1	1.8	3	1.8	2	2.2	3
3. Able to write descriptions of tasks willing to turn over to junior leaders	2.0	2	2.3	2	2.1	1	2.1	5	2.0	4	1.8	1
4. Know how to identify and recruit junior leaders	2.0	2	2.3	2	2.1	1	1.7	2	1.9	3	2.2	3
5. Know what junior leaders need to know	2.1	3	2.3	2	2.3	2	2.1	5	2.0	4	1.9	2
6. Understand the relation of junior and adult leadership roles	2.2	4	2.3	2	2.1	1	2.0	4	2.0	4	2.4	4
Combined Average Ratings	2.0	-	2.3	-	2.1	-	1.9	-	1.9	-	2.1	-

TABLE XXXIV

AVERAGE SELF-PERCEIVED ADEQUACY RATINGS, WITH RESPECT TO SELECTED JUNIOR LEADERSHIP TRAINING NEEDS, OF TENNESSEE COUNTY EXTENSION AGENTS DEVOTING FROM 75 THROUGH 100 PERCENT OF THEIR TIME TO 4-H PROGRAMS, BY DISTRICT

Junior Leadership Training Need	State Total (N=102)		District I (N=22)		District II (N=23)		District III (N=20)		District IV (N=12)		District V (N=25)	
	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	2.0	1	2.1	2	2.3	2	1.8	1	2.0	1	2.0	1
2. Know how to utilize and supervise junior leaders	2.1	2	2.1	2	2.3	2	1.9	2	2.2	2	2.0	1
3. Able to write descriptions of tasks willing to turn over to junior leaders	2.1	2	2.3	4	2.1	1	2.1	4	2.2	2	2.0	1
4. Know how to identify and recruit junior leaders	2.1	2	2.0	1	2.3	2	2.0	3	2.2	2	2.2	3
5. Know what junior leaders need to know	2.2	3	2.2	3	2.3	2	2.1	4	2.2	2	2.1	2
6. Understand the relation of junior and adult leadership roles	2.3	4	2.4	5	2.5	3	2.1	4	2.2	2	2.2	3
Combined Average Rating	2.1	-	2.2	-	2.3	-	2.0	-	2.2	-	2.1	-

TABLE XXXV

AVERAGE ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS FOR ALL COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=345) Av. Rat.	1 - 5 yrs. (N=108) Av. Rat.	6 - 10 yrs. (N=52) Av. Rat.	11 - 15 yrs. (N=65) Av. Rat.	16 - 20 yrs. (N=55) Av. Rat.	21 - 25 yrs. (N=33) Av. Rat.	26 - 30 yrs. (N=16) Av. Rat.	31 + yrs. (N=16) Av. Rat.
1. Know how to train junior leaders	1.8	1.9	2.0	2.0	1.8	1.7	1.4	1.5
2. Know how to utilize and supervise junior leaders	1.9	2.1	2.0	2.0	1.8	1.8	1.7	1.6
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2.1	2.1	1.8	1.9	1.8	1.9	1.4
4. Know how to identify and recruit junior leaders	1.9	2.1	2.0	1.9	1.9	1.8	1.7	1.6
5. Know what junior leaders need to know	2.0	2.1	2.1	2.0	1.9	2.1	1.9	1.6
6. Understand the relation of junior and adult leadership roles	2.1	2.2	2.2	2.1	2.1	2.2	2.0	1.6
Combined Average Ratings	1.9	2.1	2.1	2.0	1.9	1.9	1.8	1.6

TABLE XXXVI

AVERAGE SELF-PERCEIVED ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS FOR MEN COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=196) Av. Rat.	1 - 5 yrs. (N=42) Av. Rat.	6 - 10 yrs. (N=25) Av. Rat.	11 - 15 yrs. (N=44) Av. Rat.	16 - 20 yrs. (N=37) Av. Rat.	21 - 25 yrs. (N=20) Av. Rat.	26 - 30 yrs. (N=14) Av. Rat.	31 + yrs. (N=14). Av. Rat.
1. Know how to train junior leaders	1.7	1.8	2.0	1.9	1.6	1.6	1.3	1.4
2. Know how to utilize and supervise junior leaders	1.9	2.0	2.0	2.0	1.9	1.8	1.7	1.7
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2.0	2.0	1.9	1.9	2.0	1.5	1.7
4. Know how to identify and recruit junior leaders	1.9	2.0	2.1	2.0	2.0	1.9	1.5	1.5
5. Know what junior leaders need to know	1.9	2.1	2.0	2.0	1.8	1.8	1.5	1.8
6. Understand the relation of junior and adult leadership roles	2.0	2.0	2.2	2.2	2.0	2.2	1.5	1.6
Combined Average Rating	1.9	2.0	2.1	2.0	1.9	1.9	1.5	1.6

TABLE XXXVII

AVERAGE SELF-PERCEIVED ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS FOR WOMEN COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership Training Need	State Total (N=149) Av. Rat.	Tenure in Years						
		1 - 5 yrs. (N=66) Av. Rat.	6 - 10 yrs. (N=27) Av. Rat.	11 - 15 yrs. (N=21) Av. Rat.	16 - 20 yrs. (N=18) Av. Rat.	21 - 25 yrs. (N=13) Av. Rat.	26 - 30 yrs. (N=2) Av. Rat.	31 + yrs. (N=2) Av. Rat.
1. Know how to train junior leaders	1.9	2.0	2.0	2.1	2.0	1.8	1.6	1.5
2. Know how to utilize and supervise junior leaders	1.9	2.2	1.9	1.9	1.7	1.9	1.8	1.6
3. Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2.1	2.0	2.0	1.8	1.8	1.7	1.6
4. Know how to identify and recruit junior leaders	1.9	2.1	2.0	1.8	2.5	1.8	1.5	1.5
5. Know what junior leaders need to know	2.1	2.1	2.1	2.0	1.9	2.2	2.5	1.6
6. Understand the relation of junior and adult leadership roles	2.1	2.4	2.2	1.9	2.2	2.2	2.5	1.5
Combined Average Ratings	2.0	2.2	2.0	2.0	2.0	2.0	1.9	1.6

TABLE XXXVIII

NUMBERS, PERCENTS, AND RANKING OF DISTRICT SUPERVISORS, MEN, AND WOMEN COUNTY EXTENSION AGENTS SELECTING PRIORITY JUNIOR LEADERSHIP TRAINING NEEDS, BY STATE TOTALS

Junior Leadership Training Need	Dist. Super (N=15)			All Agents (N=345)			Men Agents (N=196)			Women Agents (N=149)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to train junior leaders	-	-	-	9	3	1	4	2	1	4	3	1
2. Know how to utilize and supervise junior leaders	1	7	1	6	2	3	2	1	3	4	3	2
3. Able to write descriptions of tasks willing to turn over to junior leaders	-	-	-	8	2	2	3	2	2	5	3	1
4. Know how to identify and recruit junior leaders	-	-	-	5	1	4	1	1	3	4	3	2
5. Know what junior leaders need to know	-	-	-	5	1	4	3	2	2	2	1	3
6. Understand the relation of junior and adult leadership roles	-	-	-	-	-	-	-	-	-	-	-	-
7. Total for junior leadership area*	-	-	-	8	2	2	4	2	1	4	3	2

*Number, percent, and rankings of District Supervisors and agents who selected a priority need in the over-all area of junior leadership.

TABLE XXXIX

NUMBERS, PERCENTS, AND RANKINGS OF SELECTED PRIORITY JUNIOT LEADERSHIP TRAINING NEEDS OF TENNESSEE COUNTY EXTENSION AGENTS, BY PERCENTS OF TIME DEVOTED TO 4-H WORK

Junior Leadership Training Need	Percent of Time Devoted to 4-H Work											
	State Total (N=345)			0 to 25 (N=157)			25 to 75 (N=86)			75 - 100 (N=102)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to train junior leaders	9	3	1	2	1	3	3	4	1	4	4	1
2. Know how to utilize and supervise junior leaders	6	2	3	2	1	3	2	2	2	2	2	3
3. Able to write descriptions of task willing to turn over to junior leaders	8	2	2	3	2	2	2	2	2	3	3	2
4. Know how to identify and recruit junior leaders	5	1	4	3	2	2	2	1	3	1	1	4
5. Know what junior leaders need to know	5	1	4	2	1	3	2	2	2	1	1	4
6. Understand the relation of junior and adult leadership roles	-	-	-	-	-	-	-	-	-	-	-	-
7. Total junior leadership area*	8	2	2	5	3	1	2	2	2	1	1	4

*Total number of percent and rank of agents who related the entire area of junior leadership as a priority training need.

TABLE XL

NUMBERS, PERCENTS, AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS SELECTING PRIORITY JUNIOR LEADERSHIP TRAINING NEEDS, BY DISTRICT AND STATE TOTALS

Junior Leadership Training Need	State Totals (N=345)			District I (N=90)			District II (N=91)			District III (N=35)			District IV (N=39)			District V (N=70)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Know how to train junior leaders	9	3	1	3	3	1	1	1	2	3	6	1	–	–	–	2	3	2
2. Know how to utilize and supervise junior leaders	6	2	3	1	1	3	3	3	1	–	–	–	1	3	2	1	1	3
3. Able to write descriptions of tasks willing to turn over to junior leaders	8	2	2	3	3	1	1	1	2	1	2	3	–	–	–	3	4	1
4. Know how to identify and recruit junior leaders	6	2	3	1	1	3	1	1	2	–	–	–	1	3	2	3	4	1
5. Know what junior leaders need to know	5	1	4	1	1	3	1	1	2	–	–	–	1	3	2	2	3	2
6. Understand the relation of junior and adult leadership roles	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
7. Total Junior Leadership area*	8	2	2	2	2	2	–	–	–	2	4	2	2	5	1	2	3	2

*Total numbers, percent, and ranking of agents who selected the entire area of junior leadership as a priority need.

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